Annual Report
of the
Advisory Board on
Teacher Education and Licensure

Report to the
Board of Education

May 28, 2003

Advisory Board on Teacher Education and Licensure

May 28, 2003

Dr. Jane Massey-Wilson, Chair
Ms. Susan T. Noble, Board of Education Liaison
Dr. Thomas A. Elliott, Department of Education Liaison

Executive Committee

Dr. Jane Massey-Wilson, Chair
Susan Walton, Vice Chair
Dr. J. David Smith, Chair of the Teacher Education Committee
Dale Sander, Chair of the Licensure Committee
Dr. Judy Davis-Dorsey, Member at Large

Table of Contents

INTRODUCTION

The Advisory Board on Teacher Education and Licensure is composed of 19 members appointed by the Board of Education. The members of the advisory board are appointed for three-year terms. Ten members of the advisory board are classroom teachers--three are elementary school teachers, three are middle school teachers, and three are high school teachers. Three members of the advisory board are school administrators--a school principal, a division superintendent, and a school personnel administrator. Two members of the advisory board serve as faculty members of teacher preparation programs in public or private institutions of higher education. The membership also includes a school board member, a parent-teacher association representative, a representative of the business community; and a citizen at large. The Superintendent of Public Instruction or designee and the Director of the State Council of Higher Education or designee and the Chancellor of the Virginia Community College System or designee serve as nonvoting ex-officio members of the advisory board.

The coordination of activities and work responsibilities of the advisory board are developed jointly by the executive committee, the Board of Education liaison, and the Department of Education's liaison. The advisory board meets five times per year, or upon the request of its chairman or the Board of Education. Annually, the advisory board elects a chairman from its membership.

The Advisory Board on Teacher Education and Licensure advises the Board of Education and submits recommendations on policies applicable to the following:

♦ qualifications, examination, licensure, and regulation of school personnel including revocation, suspension, denial, cancellation, reinstatement, and renewals of licensure;
♦ fees for processing applications;
♦ standards for the approval of preparation programs;
♦ reciprocal approval of preparation programs; and
♦ other related matters that the Board of Education may request or the advisory board may deem necessary.

The final authority for licensure of school personnel remains with the Board of Education.

MEMBERSHIP

Higher Education (Public)

Dr. J. David Smith
University of Virginia's College at Wise
Term: 1   7/1/00 to 6/30/03

Nonpublic School (Secondary)

Margaret Shibley Gray
Saint Gertrude High School
Term: 1   7/1/01 to 6/30/04

School Board Member

Rita Thompson
Member, Fairfax County School Board
Term: 1   7/1/02 to 6/30/05

Classroom Teacher (Elementary)

Sharon L. Condrey
Chesterfield County Public Schools
Term: 1   7/1/00 to 6/30/03

Classroom Teacher (Secondary)

Mark L. Ingerson
Salem City Public Schools
Term: 1   7/01/02 to 6/30/05

Parent/Teacher Association

René White
Parent/Teacher Association
Term: 1   7/1/02 to 6/30/05

Classroom Teacher (Secondary)

Dr. Mark Glaser
Fairfax County Public Schools
Term: 2   7/1/97 to 06/30/03

At Large

Dale E. Sander, Division Superintendent
Fredericksburg City Public Schools
Term: 1   7/1/01 to 6/30/04

School Principal

Dr. Nancy Davenport
Virginia Beach City Public Schools
Term: 1   7/1/02 to 6/30/05

Higher Education (Independent)

Dr. Ronald E. Diss
Emory and Henry College
Term: 1   7/1/00 to 6/30/03

Classroom Teacher (Middle)

Suzanne Meyer
Fauquier County Public Schools
Term: 1   7/1/02 to 6/30/05

Classroom Teacher
(Career and Technical Education)

Linda W. Kelly
Smyth County Public Schools
Term: 1   7/1/02 to 6/30/05

Division Superintendent

Dr. K. Jane Massey-Wilson
Division Superintendent
West Point Public Schools
Term: 2   7/1/97 to 6/30/03

Classroom Teacher (Elementary)

Nancy Miller
Henrico County Public Schools
Term: 1   7/01/02 to 6/30/05

Personnel Administration

Dr. Judy Davis-Dorsey
York County Public Schools
Term: 2   7/1/99 to 6/30/05

Business Community

Kenneth L. Fleming
Wachovia Bank
Term: 1   7/1/00 to 6/30/03

Classroom Teacher (Middle)

Donna Stevens Smith
Virginia Beach City Public Schools
Term: 2   7/1/97 to 6/30/03

Classroom Teacher (Middle)

Susan A. Walton
Gloucester County Public Schools
Term: 2   7/1/97 to 6/30/03

Classroom Teacher (Elementary)

Cheryl Lightfoot
Louisa County Public Schools
Term: 1   7/1/01 to 6/30/04

Board of Education Liaison to ABTEL

Susan T. Noble
Member, Board of Education
Principal, Randolph Elementary School

Ex-Officio Members

Dr. Toni Cleveland
Virginia Community College System
Vice Chancellor, Academic Services and Research

Dr. Nancy J. Cooley
State Council of Higher Education for Virginia
Academic Affairs Director

Department of Education Staff

Dr. Thomas A. Elliott, ABTEL Liaison   Dr. JoAnne Y. Carver
Assistant Superintendent   Director of Teacher Education

Patty S. Pitts
Director of Professional Licensure

ABTEL MEETINGS

The Advisory Board on Teacher Education and Licensure (ABTEL) held five meetings during 2002-03. Dr. Jo Lynne DeMary, superintendent of public instruction, and Mr. Mark Christie, president of the Board of Education, met with the advisory board during its first meeting on October 21, 2002.   The advisory board continued to discuss and receive information on major initiatives, including reading instructional needs of elementary special education teachers and reading specialists, during its November 18 and January 27 meetings.

The Advisory Board on Teacher Education and Licensure meets at least once a year on the campus of a college that has an approved teacher preparation program. On March 17, 2003, the Advisory Board on Teacher Education and Licensure met at George Mason University in Fairfax, Virginia. Dr. Jeffrey Gorrell, Dean of the Graduate School of Education at George Mason University, made a presentation on selected initiatives undertaken by George Mason University Graduate School of Education. This was an opportunity for advisory board members to learn more about the teacher preparation program at George Mason University (GMU) and to assess the implementation of the Board of Education's standards governing the accreditation of approved teacher education programs.

GMU offers 20 degree programs in education (15 at the graduate level), including programs leading to the following: initial teacher licensure at the graduate level; graduate certificate programs; and a Ph.D. in multiple specializations. The school of education serves 2,083 graduate and 376 undergraduate students. There are 95 full-time faculty members. The major goal of the university for the 2002-03 academic year was to enhance its outreach programs through the creation of additional partnerships with the K-12 schools in the area.

The final meeting of the Advisory Board on Teacher Education and Licensure was held on May 19. This meeting focused on the annual report to the Board of Education, including the mandated report under Section 207 of Title II of the Higher Education Act on the status of teacher preparation programs in Virginia.

Advisory board members participated in the Virginia Teacher Quality Forum: Developing a Proposed Multi-Tiered Licensure System for Virginia March 20-21, 2003. ABTEL representatives also participated in the recognition banquets for the 2002 Milken educators and the 2003 Virginia Teachers of the Year.

INITIATIVES

The annual report of the Advisory Board on Teacher Education and Licensure highlights the major projects undertaken by the advisory board as well as recommendations for action by the Board of Education. During the 2002-03 school year, the advisory board pursued numerous initiatives in the area of teacher education and licensure. These initiatives included the following:

- ♦ Resolution to Enhance the Teaching of Reading in Virginia

- ♦ Match, Validation, and Standard-setting Studies of Praxis II Assessments in Special Education;

- ♦ A Plan to Conduct a Study to Determine Acceptable Scores on the SAT to Exempt Beginning Teachers from the Praxis I Assessments; and

- ♦ Annual Report on Teacher Preparation Programs in Virginia.

The advisory board also received information and discussed major initiatives in teacher education and licensure relative to the following items:

- ♦ No Child Left Behind: Implications for Teacher Education and Licensure in Virginia;

- ♦ Virginia's Teacher Quality Enhancement Grant, including the Comprehensive Data System;

- ♦ Regulations Governing the Employment of Professional Personnel;

- ♦ Mid-Atlantic Regional Teacher's Project—Meritorious New Teacher Candidate Designation;

- ♦ A report on the 2003 General Assembly Initiatives;

- ♦ Virginia's Instructional Personnel Survey and Requirements for Highly Qualified Teacher and Paraprofessional Performance Targets;

- ♦ A Presentation on a Recruiting Campaign for Teachers of Special Education, *Become a Special Education Teacher in Virginia: Smart People with Big Hearts;* and

- ♦ Reports on Issues Relative to Teacher Education and Licensure from the Department of Education, Virginia Community College System, and State Council of Higher Education for Virginia.

RESOLUTION TO ENHANCE
THE TEACHING OF
READING IN VIRGINIA

BACKGROUND

House Joint Resolution Number 794 (HJR 794) agreed to by the 2001 session of the Virginia General Assembly requested the Department of Education, in cooperation with the State Council of Higher Education for Virginia, to study the proficiency of Virginia teachers in teaching systematic explicit phonics and the availability in school divisions of decodable textbooks and other suitable materials for systematic phonics instruction. In approving HJR 794, members of the General Assembly provided the following rationale to support the need for this action:

♦   61 percent of Virginia's third-grade students passed the Standards of Learning (SOL) English test administration in 2000, and in only 15 of the state's 132 school divisions did 70 percent or more of the third-grade students pass this test;

♦   68 percent of Virginia's fifth-grade students passed the Standards of Learning English test administration in 2000, and in only 49 of the state's 132 school divisions did 70 percent or more of the fifth-grade students pass this test;

♦   Current research from the National Institute of Health, the National Science Foundation, and a report from the Congressionally appointed National Reading Panel agreed that all children benefit from a reading program that includes systematic explicit phonics instruction and uses decodable text materials; and

♦   Teachers must receive proper training in systematic explicit phonics instruction through schools of education or professional development programs, and they must be supplied with a range of appropriate instructional materials in order to teach reading effectively to their students—particularly those at risk of academic failure.

Following adoption of HJR 794 by the General Assembly, the Advisory Board on Teacher Education and Licensure (ABTEL) and the Board of Education engaged in a series of initiatives to determine the proficiency of Virginia teachers in teaching systematic explicit phonics. Specifically, the ABTEL studied areas of teacher education to respond to issues including: (1) the extent to which teacher preparation programs in Virginia's schools of education provide instruction to aspiring teachers in the use of

systematic explicit phonics; (2) the usefulness of requiring all persons seeking initial licensure or licensure renewal to demonstrate proficiency in teaching systematic explicit phonics; and (3) the creation of a state professional development program to develop and assess the skills of teachers required to demonstrate phonics proficiency for licensure and provide additional training in systematic explicit phonics to those who do not demonstrate such proficiency.

The Advisory Board on Teacher Education and Licensure completed the following initiatives to respond to the three specific areas of concern:

1. examined matrices developed by the 37 approved teacher preparation programs to identify reading competencies for all teaching areas;
2. reviewed clarification documents from the 37 institution on information regarding instruction of systematic explicit phonics;
3. conducted a survey of the 37 approved programs to obtain information regarding the inclusion of systematic explicit phonics in the preparation of prospective teachers; and
4. surveyed a sample of 78 reading coordinators and faculty members working in approved teacher preparation programs.

In addition to the initiatives undertaken by the ABTEL, the Board of Education examined the teaching of reading in the early grades through a series of public meetings involving representatives from teacher education programs, state and national reading experts, professional organizations, and invited presenters. These initiatives confirmed the need for consistent instruction in reading for persons aspiring to teach, as well as those already in the classroom

On March 26, 2003, the advisory board recommended to the Board of Education that a reading assessment be developed or modified that is aligned with the Virginia Standards of Learning and the reading competencies in the Licensure Regulations for School Personnel and addresses reading instruction at least in the areas of phonics, phonemic awareness, vocabulary, comprehension, and fluency. This test would be required of reading specialists and individuals seeking initial licensure or add-on endorsements in elementary (prek-3 and prek-6), and special education. Refer to Appendix A for a copy of the advisory board's resolution.

The advisory board received a report from a reading subcommittee of the board that was requested to present recommendations to the full board to enhance reading instruction for elementary (prek-3 and prek-6) and special education teachers, and reading specialists, outlining recommendations for practicing classroom teachers and school administrators. The subcommittee presented its recommendations to the advisory board on May 19, 2003. The advisory board received and supported the recommendations of the subcommittee, including a recommendation to enhance the preparation of administrators in reading instruction.

RECOMMENDATIONS

Recommendation to Require a Reading Instructional
Assessment in Virginia

The Advisory Board on Teacher Education and Licensure presented a resolution to the Board of Education on March 26, 2003, to require a reading instructional assessment for teachers of elementary (prek-3 and prek-6) and special education and reading specialists by July 1, 2004.

The Board of Education, at its April 29, 2003, meeting, adopted a resolution supporting the approval of a required reading instructional assessment for teachers in elementary (prek-3 and prek-6) and special education and reading specialists by July 1, 2004. On May 9, 2003, the Virginia Department of Education issued a Request for Proposals (RFP) to establish a contract through competitive negotiations for the development or modification of a reading instructional assessment for elementary (prek-3 and prek-6) and special education teachers and reading specialists in Virginia. The RFP may be accessed on the Department of Education's Web site, www.pen.k12.va.us.

Recommendation for Practicing Teachers and Administrators

In addition to the establishment of a reading instructional assessment in Virginia, the Advisory Board on Teacher Education and Licensure recommends that in-service instructional personnel assigned as elementary (prek-3 and prek-6) and special education teachers, reading specialists, and administrators be required, as a condition of license renewal, to complete one of the following options to demonstrate skills in the teaching of reading:

1. Take the state-adopted reading instructional assessment for Virginia;

2. Complete additional course work from a regionally accredited college or university aligned with the Virginia Standards of Learning and the reading competencies in the Licensure Regulations for School Personnel that addresses reading instruction at least in the areas of phonics, phonemic awareness, vocabulary, comprehension, and fluency; and

3. Complete high quality professional development offered by school divisions aligned with the Virginia Standards of Learning and the reading competencies in the Licensure Regulations for School Personnel that addresses reading instruction at least in the areas of phonics, phonemic awareness, vocabulary, comprehension, and fluency.

The advisory board further recommends the following to ensure the enhancement of reading instruction in Virginia:

1. Require, in the restructuring of approved programs in administration and supervision, graduate course work in reading aligned with the Virginia Standards of Learning and the reading competencies in the Licensure Regulations for School Personnel that addresses reading instruction at least in the areas of phonics, phonemic awareness, vocabulary, comprehension, and fluency; and

2. Continue the requirements of language acquisition and reading in the content area for the middle education 6-8 endorsement and the requirement of reading in the content area for individuals seeking secondary endorsements.

MATCH, VALIDATION, AND STANDARD-SETTING STUDIES FOR PRAXIS II ASSESSMENTS IN SPECIAL EDUCATION

BACKGROUND

Praxis II subject content assessments have been approved by the Virginia Board of Education for areas of licensure with the exception of special education. Last year, the Advisory Board on Teacher Education and Licensure recommended that special educators seeking initial licensure take a core knowledge test in special education in addition to the Praxis I assessments. The **Education of Exceptional Students: Core Content Knowledge** test is designed for examinees who plan to teach in a special education program at any grade level from preschool through grade 12. The 60 multiple-choice questions assess the examinee's knowledge of the basic principles of special education, focusing on three major content areas: understanding exceptionalities, legal and societal issues, and delivery of services to students with disabilities. Questions may address disabilities of any degree varying from mild to profound, but extensive knowledge of individual specialty areas, such as education of students with low vision or hearing loss, is not required.

The advisory board also recommended that individuals who hold an endorsement in learning disabilities, mental retardation, and emotional disturbances be allowed to take an examination to add an additional endorsement in one of the three areas. The test, **Education of Exceptional Students: Learning Disabilitie**s, was available for match, validation, and standard setting studies. The **Education of Exceptional Students: Learning Disabilities** test is designed for examinees who plan to teach students with learning disabilities at any grade level from preschool through grade 12. The 30 multiple-choice questions assess the knowledge and understanding of principles and practices related to teaching students with learning disabilities. The three constructed-response questions assess the test taker's ability to apply that knowledge to classroom situations.

Match studies were conducted on the **Education of Exceptional Students: Core Content Knowledge** and the **Education of Exceptional Students: Learning Disabilities** assessments. When a particular test is being considered as a requirement for licensure, match studies are conducted prior to the validation procedures and standard setting. Persons licensed in the endorsement area participate in the match studies to determine the alignment between the test and state licensure requirements (competencies). The Educational Testing Service provided "live" tests under secured conditions and a staff person to oversee the process.

On April 1-3, 2003, validation and standard-setting studies were conducted on the two assessments. The purpose of the validation and standard-setting studies is to confirm the job relevance of the tests for use by the state agency and to collect judgments from the panel members to assist the state in setting a passing score.

Panels of teachers from each of the areas in which Virginia offers special education teaching endorsements (emotionally disturbed, mental retardation, learning disabilities, visual impairments, hearing impairments, speech/language disorders, early childhood special education, and severe disabilities) participated in the validation and standard-setting studies. In addition, a panel of teachers of learning disabled students participated in the studies for the test, **Education of Exceptional Students: Learning Disabilities**.

Results of the validation and standard setting studies will be prepared by the Educational Testing Service and submitted to the Virginia Department of Education. It is anticipated that the reports will be received in the summer.

<u>RECOMMENDATION</u>

The Advisory Board on Teacher Education and Licensure recommends that the Board of Education receive this status report on the Praxis II assessments for special education. Further, that upon receiving recommended cut-scores for the assessments in the fall of 2003, action will be taken to require these assessments to satisfy the Praxis II requirement for initial licensure for special education and to allow the addition of an endorsement in learning disabilities for individuals who hold an endorsement in mental retardation or emotional disturbances.

STUDY TO DETERMINE SCORES ON THE SAT TO EXEMPT BEGINNING TEACHERS FROM PRAXIS I ASSESSMENTS

BACKGROUND

Currently, Virginia requires Praxis I (Reading, Writing, and Mathematics) and Praxis II (subject content test) for initial licensure. On July 1, 2004, a reading instructional assessment also will be required for teachers of special education, elementary prek-3 and prek-6, and reading specialists. The Advisory Board on Teacher Education recommended in its 2001-02 annual report that the SAT be considered as an alternative for Praxis I.

In February 2003, the Department of Education submitted a formal request for a proposal from the Educational Testing Service, which administers the SAT and Praxis testing, to conduct a study to determine acceptable scores on the SAT to exempt beginning teachers from the Praxis I assessments. The Educational Testing Service is conducting the study for Virginia. The report will provide probabilities of passing Praxis I reading and mathematics (at Virginia passing scores—reading: 178 and mathematics: 178), based on a candidate's SAT verbal and mathematics scores.

RECOMMENDATION

The Advisory Board on Teacher Education and Licensure recommends that the Board of Education receive this status report on the recommendation to consider SAT as an alternative for Praxis I. Further, that upon receipt of the study from the Educational Testing Service and a recommendation from ABTEL, action by the Board of Education be taken to implement this alternative for Praxis I.

ANNUAL REPORT ON TEACHER PREPARATION IN VIRGINIA

BACKGROUND

Section 207 of Title II, enacted by Congress in October 1998 as a response to its concerns regarding the quality of teacher preparation, requires reports on state assessments and standards for licensure as well as data on the performance of teacher preparation programs. In addition, the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education,* which became effective July 1, 2002, require institutions to submit an annual data report on the status of the professional education program. The primary purpose of these reports is to provide summary information about prospective teachers' pass rates on state assessments in teacher preparation and licensing and to present some of the unique and distinctive characteristics of individual programs.

The first Virginia Title II report was submitted to the U.S. Secretary of Education in October 2000. Early in 2002, the Advisory Board on Teacher Education and Licensure approved the development of an annual report on the status of preparation programs in Virginia. The first Virginia annual report entitled, **Teacher Preparation Programs in Virginia, Annual Report for 2000-2001,** was prepared and distributed by the Division of Teacher Education and Licensure in September 2002. The report contained much of the data provided in the Title II report to the U.S. Secretary of Education, including the following:

1. Statewide Pass Rates on Praxis I and Praxis II Assessments;
2. Statewide Pass Rates on Praxis I and Praxis II Assessments for Alternate Teacher Preparation Programs;
3. Aggregate and Summary Institution-Level Pass Rate Data for the 1999-2000 Academic Year and for the 2000-2001 Academic Year for Praxis I and Praxis II Assessments;
4. Total Number of Program Completers for the 2000-2001 Academic Year Including Gender and Ethnicity;
5. Program Completers by Endorsement Area for 2000-2001; and
6. Program Completers in Critical Shortage Areas for 2000-2001.

The complete report for 2000-01 is available on the Department of Education Web site at www.pen.vak12.va.us.

Future reports will be reviewed by ABTEL and presented to the Board of Education each spring as a component of the advisory board's annual report. The annual report on teacher preparation programs for the 2001-02 year is provided in Appendix B.

RECOMMENDATIONS

The Advisory Board on Teacher Education and Licensure recommends the following:

1. That the Board of Education receive the annual report on teacher education for 2001-2002; and

2. That the Board of Education receive a recommendation on the continuing accreditation of Hampton University and Norfolk State University's teacher preparation programs. (Information on the universities' accreditation on-site reviews is available in Appendix B of the 2001-02 Annual Report on Teacher Preparation Programs in Virginia.)

APPENDICES

APPENDIX A

Resolution of the Advisory Board on Teacher Education and Licensure
Adopted March 17, 2003

Resolution of the Board of Education
Adopted April 29, 2003

Resolution of the
Advisory Board on Teacher Education and Licensure

Reading Assessment Recommendation

WHEREAS, the Advisory Board on Teacher Education and Licensure (ABTEL) believes that enhancing teacher preparation in reading instruction is absolutely essential and that reading instruction must be improved so that all Virginia's public school children can learn to read proficiently, not just to meet the requirements of the No Child Left Behind Act, but more importantly, because reading is the foundational skill for success in school and in life; and
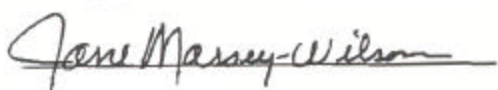
WHEREAS, to achieve that goal, ABTEL recommends that the Commonwealth of Virginia work with a testing company to develop a reading instruction knowledge and skills proficiency assessment that can be administered to candidates as a prerequisite for receiving the endorsements of Reading Specialist, Special Education, and/or Elementary prek-3 and prek-6; and

WHEREAS, the components of the assessment should include demonstrated proficiency in instructing children in reading using the components of phonics, phonemic awareness, vocabulary, fluency and reading comprehension, as well as performance-based components in effective reading instructional strategies; and

WHEREAS, recognizing that the need to upgrade reading instruction in Virginia's public schools must not be delayed, and recognizing that knowledge of phonics-based instruction is not consistently adequate across the board among new teachers or reading specialists;

NOW, THEREFORE, BE IT RESOLVED that ABTEL recommends that a reading assessment, aligned with the Virginia Standards of Learning and the reading competencies in the Licensure Regulations for School Personnel, be developed or modified for the endorsements of Reading Specialist, Special Education, and Elementary prek-3 and prek-6, and taking the assessment shall be a requirement no later than July 1, 2004.

Adopted at George Mason University, this 17th day of March in the Year 2003.

Jane Massey-Wilson
Chair
Advisory Board on Teacher Education and Licensure

Resolution of the Board of Education
Adopting the Recommendations of the
Advisory Board on Teacher Education and Licensure
to Enhance the Teaching of Reading
in Virginia

WHEREAS, the Advisory Board on Teacher Education and Licensure (ABTEL), in cooperation with the State Council of Higher Education for Virginia, responded on behalf of the Board of Education to the request of House Joint Resolution Number 794 (HJR 794) agreed to by the 2001 session of the Virginia General Assembly; and

WHEREAS, HJR 794 requested a study of the proficiency of Virginia teachers in teaching systematic explicit phonics including: (1) the extent to which teacher preparation programs provide instruction to aspiring teachers in the use of systematic explicit phonics, (2) the usefulness of requiring that all persons seeking initial licensure or licensure renewal demonstrate proficiency in the teaching of systematic explicit phonics; and (3) the creation of a state professional development program to develop and assess the skills of those teachers required to demonstrate phonics proficiency for licensure and provide additional training in systemic explicit phonics to those who do not demonstrate such proficiency; and

WHEREAS, the ABTEL conducted its study through a series of initiatives that included the examination of matrices developed by the 37 approved teacher preparation programs to identify reading competencies for all teaching areas, received clarification from the 37 institutions on information regarding instruction of systematic explicit phonics, and established a panel to review reading assessment instruments to determine their appropriateness for use in initial licensure of elementary and special education teachers and reading specialists; and

WHEREAS, the ABTEL recommended to the Board of Education on March 26, 2003, that a reading assessment shall be aligned with the Virginia Standards of Learning and the National Reading Panel's five key components of effective reading instruction: phonics, phonemic awareness, vocabulary, comprehension, and fluency;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education adopts the Advisory Board on Teacher Education and Licensure's recommendation to require a reading instructional assessment for teachers of special education and elementary prek-3 and prek-6 and reading specialists no later than July 1, 2004.

Adopted by the Board of Education, this 29th day of April in the Year 2003.

APPENDIX B

Annual Report on Teacher Preparation Programs in Virginia

TEACHER PREPARATION PROGRAMS IN VIRGINIA

ANNUAL REPORT

2001 – 2002

Prepared by
Division of Teacher Education and Licensure
Virginia Department of Education

May 28, 2003

TEACHER PREPARATION PROGRAMS IN VIRGINIA

ANNUAL REPORT

2001-2002

Table of Contents

TEACHER PREPARATION PROGRAMS IN VIRGINIA
2001-2002 ANNUAL REPORT

Introduction

Section 207 of Title II, enacted by Congress in October 1998 as a response to its concerns regarding the quality of teacher preparation, requires reports on state assessments and standards for licensure as well as data on the performance of teacher preparation programs. In addition, the ***Regulations Governing Approved Programs for Virginia Institutions of Higher Education***, which became effective July 1, 2002, require institutions to submit an annual data report on the status of the professional education program. The primary purpose of these reports is to provide summary information about teacher preparation and licensing and to present some of the unique and distinctive characteristics of individual programs.

The first Virginia Title II report was submitted to the U.S. Secretary of Education in October 2000. Early in 2002, the Advisory Board on Teacher Education and Licensure (ABTEL) approved the development of an annual report on the status of professional preparation programs in Virginia. The first Virginia annual report entitled, **Teacher Preparation Programs in Virginia, Annual Report for 2000-2001,** was distributed by the Division of Teacher Education and Licensure in September 2002. The report contained much of the data provided in the Title II report, including the following:

7. Statewide Pass Rates on Praxis I and Praxis II Assessments
8. Statewide Pass Rates on Praxis I and Praxis II Assessments for Alternate Teacher Preparation Programs
9. Aggregate and Summary Institution-Level Pass Rate Data for the 2000-2001 Academic Year for Praxis I and Praxis II Assessments
10. Total Number of Program Completers for the 2000-2001 Academic Year Including Gender and Ethnicity
11. Program Completers by Endorsement Area for 2000-2001
12. Program Completers in Critical Shortage Areas for 2000-2001.

The complete report is available on the Department of Education Web site at www.pen.vak12.va.us

Future reports will be reviewed by The Advisory Board on Teacher Education and Licensure (ABTEL) and presented to the Board of Education each spring with the ABTEL annual report. The second report, which is attached, covers 2001-2002.

Key Findings and Conclusions

➢ There are 37 approved teacher preparation programs representing public and private institutions of higher education in Virginia. For the 2001-2002 academic year, a total of 2,646 individuals completed the teacher preparation programs.

➢ Colleges and universities reported that approximately 9,845 students were enrolled in the 37 approved teacher preparation programs during academic year 2001-2002.

➢ Revised *Regulations Governing Approved Programs for Virginia Institutions of Higher Education* became effective July 1, 2002. These regulations are aligned with *Virginia K-12 Standards of Learning* as well as with *Regulations for School Personnel, Effective 1998*, which include specific endorsement area competencies for graduates of approved teacher preparation programs.

➢ Institutions of higher education with teacher preparation programs that do not meet Virginia Department of Education approved program standards will be classified as low-performing or at-risk of becoming low-performing institutions of higher education in Virginia, effective July 1, 2003.

➢ For the Commonwealth of Virginia, there are four major components that institutions must consider when defining Virginia's program completers. The candidate must:

   a) Successfully complete all the institution's program requirements such as:
      - the requirements for an academic major
      - the institution's required grade point average
      - completion of the professional studies requirement;

   b) Be eligible to be recommended for a teaching license;

   c) Successfully complete Praxis I (reading, writing, and mathematics); and

   d) Successfully complete Praxis II (subject area content test).

➢ Virginia provides alternative routes to licensure through the recommendation of the individual's employing Virginia school division or nonpublic school and the Career Switcher Alternative Route to Licensure Program. The total number of program completers via these alternative teacher preparation routes was 115 for the 2001-2002 year.

➢ Pass Rates on Praxis I tests for Virginia's 37 approved teacher preparation programs for 2001-2002 program completers ranged from 83 percent to 100 percent, with the exception of one institution that had a zero percent pass rate. Pass Rates on Praxis I test for Virginia's 37 approved teacher preparation programs for 2000-2001 program completers ranged from 50 percent to 100 percent.

➢ Pass Rates on Praxis I tests for 2001-2002 program completers in alternate preparation programs ranged from 82 percent to 97 percent. The pass rate for program completers in alternate preparation programs for 2000-2001 was 97 percent.

➢ Virginia's statewide pass rate for regular teacher preparation programs in four content area assessments (Praxis II in Art Content Knowledge; Spanish Content Knowledge; Earth Science Content Knowledge; and Technology Education) was 100 percent for the 2001-2002 academic year.

➢ The 2001-2002 statewide pass rate for regular teacher preparation programs for Praxis I (PPST) Reading was 95 percent; for Writing, 89 percent; and for Mathematics, 92 percent.

➢ The 2001-2002 statewide pass rate for Praxis I (CBT) Reading for regular teacher preparation programs was 97 percent; for CBT Writing, 84 percent; and for CBT Mathematics, 89 percent.

➢ Virginia's statewide pass rate for alternate teacher preparation programs in Praxis II content area assessment for Business Education was 100 percent and for Biology Content Knowledge was 93 percent for the 2001-2002 academic year.

➢ The 2001-2002 statewide pass rate for alternate teacher preparation programs for PPST Reading was 82 percent; for Writing, 75 percent; and for Mathematics, 88 percent.

➢ The 2001-2002 statewide pass rate for Praxis I (CBT) Reading for alternate teacher preparation programs was 97 percent; for CBT Writing, 88 percent; and CBT Mathematics, 86 percent.

➢ The 2001-2002 statewide pass rate for Praxis I Computerized PPST Reading for alternate teacher preparation programs was 92 percent; for Computerized PPST Writing, 92 percent; and for Computerized PPST Mathematics, 92 percent. (Note: No Computerized PPST scores were calculated by ETS for regular teacher preparation program test takers).

➢ Of the 32 institutions of higher education reporting at least 10 program completers, 18 institutions achieved pass rates of 100 percent in 2001-2002; 10 achieved pass rates of 100 percent in 2000-2001.

➢ For 2001-2002, Virginia's major efforts to improve teacher quality are as follows:

    a) provision of 2000 General Assembly funds to support implementation of *Mentor Teacher Programs for Beginning and Experienced Teachers*; and

    b) appropriation of General Assembly funds for bonuses to be awarded to National Board Certified teachers.

Teacher Preparation Programs in Virginia

Background

With the reauthorization of Section 207 of the Title II Higher Education Act, the Department of Education is mandated to collect data on state assessments and standards for teacher licensure, as well as data on the performance of teacher preparation programs. The law requires all states to report this information to the U.S. Secretary of Education in October of each year. The secretary then uses these data to submit an annual report on the quality of teacher preparation in the nation to the Congress. The Virginia Department of Education, in collaboration with representatives of the 37 approved teacher preparation programs, developed procedures and processes to comply with reporting requirements.

The following information is required in an annual Institutional Report submitted to the Department of Education by colleges and universities:

- **Pass Rates**: The pass rates are for program completers in academic year 2001-2002. Program completers are reported under two separate categories: 1) *Regular Teacher Preparation Programs* and 2) *Alternate Teacher Preparation Programs.* In cases where a program completer has taken an assessment more than once, the highest score on that test is used. In calculating institutional pass rates, Educational Testing Service (ETS) requires **at least 10 program completers must have taken the same assessment in an academic year for the data on the assessment to be reported.** The annual report submitted by the Department of Education to the Board of Education includes data reported from institutions with fewer than 10 program completers for whom ETS did not report scores.

- **Program Information:** Program information includes the number of students enrolled in the teacher preparation program for 2001-2002, information about supervised student teaching, and information about state approval or accreditation of teacher preparation programs.

- **Contextual Information (optional):** This item is to describe the teacher preparation program.

- **Certification**: Institutional representatives must sign the report.

Interpreting Institutional Data

Some important reasons to be cautious when interpreting Title II data are as follows:

- Comparisons between states should not be made because there is no standard for comparing state licenses. Testing requirements differ among all states. Even states

adopting the use of the same tests generally require different qualifying scores. For example, Virginia's Praxis I score requirements are among the highest in the nation.

- The size of an institution's testing population impacts the passing rate. For example, institution "one" has 100 program completers and two fail a licensure test, so their summative passing rate is 98 percent. College "two" has 10 program completers and two fail a licensure test, so their summative passing rate is 80 percent.

- The data in the institution report are for program completers for the 2001-2002 academic year. Effective July 1, 2002, Virginia required passing Praxis I and II as a requirement for completion of an approved program at all Virginia institutions.

Professional Teacher's Assessment for Virginia

At its October 26, 1995, meeting, the Board of Education approved Praxis I and II as the professional teacher's assessment for Virginia.

- **Praxis I: Academic Skills Assessment**: This test assesses basic proficiency in reading, mathematics, and writing, and is designed to assess a candidate's basic skills at the time the decision is made to become a teacher. During the 2000-2001 year, the test was offered in two forms – the Pre-Professional Skills Test (PPST) which is a paper and pencil test and a Computer-Based Test (CBT). At the end of the 2001 calendar year, the CBT test was discontinued.

- **Praxis II: Content (Subject) Assessments**: These tests assess subject knowledge of the teaching area and involve demonstrating mastery in the content area.

2001-2002 STATEWIDE PASS RATES ON PRAXIS I : BASIC SKILLS ASSESSMENT REGULAR TEACHER PREPARATION PROGRAMS

Assessment	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
PPST Reading	1033	986	**95%**
CBT Reading	1228	1196	**97%**
PPST Writing	1007	894	**89%**
CBT Writing	1244	1046	**84%**
PPST Mathematics	1014	928	**92%**
CBT Mathematics	1242	1102	**89%**

2001-2002 STATEWIDE PASS RATES ON PRAXIS II: ACADEMIC CONTENT ASSESSMENTS REGULAR TEACHER PREPARATION PROGRAMS

Assessment	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
English Language and Literature			
Eng. Lang. Lit. & Comp. Content Knowledge	104	97	**93%**
Mathematics	1		
Mathematics Content Knowledge	62	45	**73%**
Social Studies	2		
Social Studies Content Knowledge	105	98	**93%**
Business Education	12	10	**83%**
Music Education	2		
Music Content Knowledge	61	50	**82%**
Art Education			
Art Content Knowledge	20	20	**100%**
French			
French Content Knowledge	7		
German Content Knowledge			
Spanish	1		
Spanish Content Knowledge	19	19	**100%**
Biology	5		
Biology Content Knowledge (CT)	54	52	**96%**
Chemistry			
Chemistry Content Knowledge (CT)	11	9	**82%**
Physics			
Physics Content Knowledge (CT)	6		
Earth/Space Science	1		
Earth Science Content Knowledge	12	12	**100%**
Technology Education	10	10	**100%**
Home Economics Education	5		
Marketing Education	6		

Note: At least 10 program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

2001-2002 STATEWIDE PASS RATES ON PRAXIS I: BASIC SKILLS ASSESSMENT ALTERNATE TEACHER PREPARATION PROGRAMS

Assessment	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
PPST Reading	34	28	**82%**
CBT Reading	64	62	**97%**
PPST Writing	32	24	**75%**
CBT Writing	66	58	**88%**
PPST Mathematics	33	29	**88%**
CBT Mathematics	66	57	**86%**
Computerized PPST Reading	12	11	**92%**
Computerized PPST Writing	13	12	**92%**
Computerized PPST Mathematics	12	11	**92%**

2001-2002 STATEWIDE PASS RATES ON PRAXIS II: ACADEMIC CONTENT ASSESSMENTS ALTERNATE TEACHER PREPARATION PROGRAMS

Assessment	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
English Language and Literature			
Eng. Lang. Lit. & Comp. Content Knowledge	2		
Mathematics	1		
Mathematics Content Knowledge	6		
Social Studies			
Social Studies Content Knowledge	3		
Business Education	12	12	**100%**
Music Education			
Music Content Knowledge			
Art Education			
Art Content Knowledge	1		
French Content Knowledge	3		
German Content Knowledge			
Spanish	2		
Spanish Content Knowledge	3		
Biology			
Biology Content Knowledge (CT)	14	13	**93%**
Chemistry			
Chemistry Content Knowledge	6		
Physics			
Physics Content Knowledge (CT)	1		
Earth/Space Science			
Earth Science Content Knowledge	6		
Family and Consumer Science	2		
Marketing Education	2		

Note: At least 10 program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS).

AGGREGATE AND SUMMARY INSTITUTION-LEVEL PASS RATE DATA FOR ACADEMIC YEAR 2001-2002

SPECIAL NOTE: At least 10 program completers must have taken the same assessment in an academic year for the data on the assessment to be reported by Educational Testing Service (ETS). The following institutions reported fewer than 10 program completers to ETS: Randolph Macon Woman's College; Regent University; Saint Paul's College; Sweet Briar College; and Virginia Union University. These institutions provided additional data (not reported by ETS) directly to the Virginia Department of Education.

PRAXIS I: Basic Skills – Regular Teacher Preparation Programs

AVERETT COLLEGE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	9	14		6	17		9	14		23		23
Number Passing Assessment		14			16			11		23		23
Institutional Pass Rate		100%			94%			79%		100%		100%

BLUEFIELD COLLEGE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	12	6		11	7		12	6		18	3	18
Number Passing Assessment	12			11			12			18		18
Institutional Pass Rate	100%			100%			100%			100%		100%

BRIDGEWATER COLLEGE

	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	35	5		33	7		33	7		40	11	40
Number Passing Assessment	32			27			31			40	11	40
Institutional Pass Rate	91%			82%			94%			100%	100%	100%

CHRISTOPHER NEWPORT UNIVERSITY

	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	5	51		6	49		7	49		56	7	56
Number Passing Assessment		50			47			46		56		56
Institutional Pass Rate		98%			96%			94%		100%		100%

COLLEGE OF WILLIAM AND MARY

	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	69	15	16	67	14	19	69	14	17	100	30	101
Number Passing Assessment	68	14	16	62	13	18	63	11	17	95	24	90
Institutional Pass Rate	99%	93%	100%	93%	93%	95%	91%	79%	100%	95%	80%	89%

EASTERN MENNONITE UNIVERSITY	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	29	8		27	10		28	9		37	9	37
Number Passing Assessment	27			26	7		26			37		37
Institutional Pass Rate	93%			96%	70%		93%			100%		100%

EMORY AND HENRY COLLEGE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	18	14		21	11		18	14		32	7	32
Number Passing Assessment	18	12		19	9		15	10		31		30
Institutional Pass Rate	100%	86%		90%	82%		83%	71%		97%		94%

FERRUM COLLEGE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	3	10		3	10		2	11		13		13
Number Passing Assessment		10			6			9		11		11
Institutional Pass Rate		100%			60%			82%		85%		85%

GEORGE MASON UNIVERSITY	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	30	117	15	30	120	15	33	120	13	168	32	168
Number Passing Assessment	26	116	7	25	101	6	27	105	2	144	29	141
Institutional Pass Rate	87%	99%	47%	83%	84%	40%	82%	88%	15%	86%	91%	84%

HAMPTON UNIVERSITY	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	8	4	5	6	4	7	8	4	5	17	1	17
Number Passing Assessment	8	4	5	6	4	7	8	4	5	17		17
Institutional Pass Rate	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		100%

HOLLINS UNIVERSITY	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	2	16		2	16		2	16		18		18
Number Passing Assessment	2	16		2	14		2	15		18		18
Institutional Pass Rate	100%	100%		100%	88%		100%	94%		100%		100%

5

6

JAMES MADISON UNIVERSITY

	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	144	62	1	142	62	2	143	61	2	207	47	207
Number Passing Assessment	143	61		129	55		141	55		207	46	207
Institutional Pass Rate	99%	98%		91%	89%		99%	90%		100%	98%	100%

LIBERTY UNIVERSITY

	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	33	40		31	43		33	41		75	16	75
Number Passing Assessment	32	38		29	36		30	40		75	16	75
Institutional Pass Rate	97%	95%		94%	84%		91%	98%		100%	100%	100%

LONGWOOD UNIVERSITY

	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	73	83	4	74	80	6	78	76	6	160	10	160
Number Passing Assessment	70	78		65	57		68	67		145	7	142
Institutional Pass Rate	96%	94%		88%	71%		87%	88%		91%	70%	89%

LYNCHBURG COLLEGE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	20	33		21	33		19	35		55	7	55
Number Passing Assessment	18	33		18	28		17	29		52		50
Institutional Pass Rate	90%	100%		86%	85%		89%	83%		95%		91%

MARY BALDWIN COLLEGE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	38	31	6	35	32	8	35	33	7	75	9	75
Number Passing Assessment	38	31		31	27		31	29		75		75
Institutional Pass Rate	100%	100%		89%	84%		89%	88%		100%		100%

MARY WASHINGTON COLLEGE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	26	13	1	24	14	2	26	13	1	40	18	41
Number Passing Assessment	26	13		24	14		24	12		40	18	41
Institutional Pass Rate	100%	100%		100%	100%		92%	92%		100%	100%	100%

MARYMOUNT UNIVERSITY	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	13	49	1	13	48	2	13	47	2	63	13	63
Number Passing Assessment	13	49		12	44		12	43		63	13	63
Institutional Pass Rate	100%	100%		92%	92%		92%	91%		100%	100%	100%

NORFOLK STATE UNIVERSITY	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	5	27		5	27		6	26		32	2	32
Number Passing Assessment		27			19			19		31		29
Institutional Pass Rate		100%			70%			73%		97%		91%

OLD DOMINION UNIVERSITY	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	81	96	7	74	101	7	75	103	7	187	50	190
Number Passing Assessment	76	95		63	85		68	94		184	46	183
Institutional Pass Rate	94%	99%		85%	84%		91%	91%		98%	92%	96%

RADFORD UNIVERSITY

	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	65	125		67	122		66	124		190	18	190
Number Passing Assessment	64	120		59	90		65	106		190	18	190
Institutional Pass Rate	98%	96%		88%	74%		98%	85%		100%	100%	100%

RANDOLPH MACON COLLEGE

	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment		9	1		9	1		9	1	10		10
Number Passing Assessment										10		10
Institutional Pass Rate										100%		100%

RANDOLPH MACON WOMAN'S COLLEGE

	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTERIZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment		2			2			2		2		2
Number Passing Assessment		2			2			2		2		2
Institutional Pass Rate		100%			100%			100%		100%		100%

REGENT UNIVERSITY	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	2	2	1	2	2	1	2	2	1	5		5
Number Passing Assessment	2	2	1	2	2	1	2	2	1	5		5
Institutional Pass Rate	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		100%

ROANOKE COLLEGE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	9	24		9	24		8	25		33	11	33
Number Passing Assessment		23			23			23		33	11	33
Institutional Pass Rate		96%			96%			92%		100%	100%	100%

SHENANDOAH UNIVERSITY	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	29	2		29	2		28	3		31	13	32
Number Passing Assessment	22			22			21			26	11	26
Institutional Pass Rate	76%			76%			75%			84%	85%	81%

ST. PAUL'S COLLEGE

	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	3			3			3			3		3
Number Passing Assessment	0			0			0			0		0
Institutional Pass Rate	0%			0%			0%			0%		0%

SWEET BRIAR COLLEGE

	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	3	2	1	3	2	1	3	2		6	3	6
Number Passing Assessment	3	2	0	3	2	0	3	2		5	3	5
Institutional Pass Rate	100%	100%	0%	100%	100%	0%	100%	100%		83%	100%	83%

UNIVERSITY OF RICHMOND

	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	23	31	1	24	30	1	23	31	1	55	10	55
Number Passing Assessment	23	31		24	29		22	30		54	10	54
Institutional Pass Rate	100%	100%		100%	97%		96%	97%		98%	100%	98%

UNIVERSITY OF VIRGINIA CHARLOTTESVILLE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	78	59	1	78	59	1	75	62	1	138	47	138
Number Passing Assessment	76	58		75	58		72	60		136	47	136
Institutional Pass Rate	97%	98%		96%	98%		96%	97%		99%	100%	99%

UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	16	7	3	15	8	3	16	6	4	26	6	26
Number Passing Assessment	16			13			15			23		22
Institutional Pass Rate	100%			87%			94%			88%		85%

VIRGINIA COMMONWEALTH UNIVERSITY	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE-- BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	60	66	1	58	68	2	56	67	4	128	25	128
Number Passing Assessment	54	63		47	57		44	59		115	17	108
Institutional Pass Rate	90%	95%		81%	84%		79%	88%		90%	68%	84%

VIRGINIA INTERMONT COLLEGE

	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	9	19		6	22		6	21	1	28		28
Number Passing Assessment		17			16			21		27		27
Institutional Pass Rate		89%			73%			100%		96%		96%

VIRGINIA STATE UNIVERSITY

	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	5	9	1	5	10		4	10	1	15	6	15
Number Passing Assessment					7			6		15		12
Institutional Pass Rate					70%			60%		100%		100%

VIRGINIA TECH

	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	58	144	5	56	147	4	57	145	5	207	58	207
Number Passing Assessment	54	140		48	122		54	139		207	46	195
Institutional Pass Rate	93%	97%		86%	83%		95%	96%		100%	79%	94%

VIRGINIA UNION UNIVERSITY	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	3	3	1	3	3	1	2	3	2	7		7
Number Passing Assessment	3	2	1	2	3	1	2	2	2	6		6
Institutional Pass Rate	100%	67%	100%	67%	100%	100%	100%	67%	100%	86%		86%

VIRGINIA WESLEYAN COLLEGE	PPST READING	CBT READING	COMPUTER-IZED PPST READING	PPST WRITING	CBT WRITING	COMPUTER-IZED PPST WRITING	PPST MATHEMATICS	CBT MATHEMATICS	COMPUTER-IZED PPST MATHEMATICS	AGGREGATE--BASIC SKILLS	AGGREGATE ACADEMIC CONTENT AREAS	SUMMARY TOTALS AND PASS RATES
Number Taking Assessment	17	30	1	18	29	1	16	31	2	47	10	47
Number Passing Assessment	17	29		16	22		14	21		47	10	47
Institutional Pass Rate	100%	97%		89%	76%		88%	68%		100%	100%	100%

TOTAL NUMBER OF PROGRAM COMPLETERS 2001-2002 ACADEMIC YEAR as reported by individual institutions (INCLUDING GENDER AND ETHNICITY)									
	GENDER		**RACE**						
College or University	Female	Male	American Indian/ Alaskan Native	Asian or Pacific Islander	Black (not of Hispanic Origin)	Hispanic	White (not of Hispanic Origin)	Unknown	**Number of Program Completers**
Averett University	25	2			3		24		27
Bluefield College	14	4			1		17		18
Bridgewater College	30	10					40		40
Christopher Newport University	44	12						56	56
College of William and Mary	93	15		6	4	3	86	9	108
Eastern Mennonite University	27	11			1		37		38
Emory and Henry College	25	7					32		32
Ferrum College	3	2					5		5
George Mason University	138	41	1	7	11	5	148	7	179
Hampton University	10	9			18		1		19
Hollins University	18						18		18
James Madison University	227	51		6	4	1	266	1	278
Liberty University	65	12			3	1	73		77
Longwood University	152	30		3	7	1	150	21	182
Lynchburg College	46	9			4		51		55
Mary Baldwin College	71	5			4		72		76
Marymount University	67	19	1	1	1	4	67	12	86
Mary Washington College	36	6					42		42
Norfolk State University	29	6			22		13		35
Old Dominion University	138	52	2		5	4	175	4	190
Radford University	166	24		1	12	2	173	2	190
Randolph-Macon College	8	2					10		10
Randolph-Macon Woman's College	2					1	1		2
Regent University	3	2		1	1		3		5
Roanoke College	29	4					33		33
Saint Paul's College	3				3				3
Shenandoah University	28	5				1	32		33
Sweet Briar College	6						6		6
University of Richmond	45	10			1		54		55
University of Virginia	105	19		4	9		100	11	124
University of Virginia's College at Wise	21	5				1	25		26
Virginia Commonwealth University	234	60		6	36	2	248	2	294
Virginia Intermont College	24	4					28		28
Virginia State University	13	2			14		1		15
Virginia Tech	136	71		5	8		194		207
Virginia Union University	6	1			7				7
Virginia Wesleyan College	42	5			1	1	45		47
Total	2129	517	4	40	180	27	2270	125	2646

PROGRAM COMPLETERS BY ENDORSEMENT AREA FOR 2001-2002

AS REPORTED BY INDIVIDUAL INSTITUTIONS

College or University	Elem. Ed. (incl. Early childhood)	Middle Education	Adult Education	Art	Computer Science	Dance	English	ESL	Foreign Language	Health & P.E.	History & Social Science	Library Media	Mathematics	Music-Instrumental	Music-Vocal/Choral	Science-Biology	Science-Chemistry	Science-Earth Science	Science-Physics
Averett University	24			1							2								
Bluefield College	14	14					2			1									
Bridgewater College	19						1			6	3		3	3		2	1		
Christopher Newport University	32	10		2			3			6	2		1						
College of William and Mary	61						8		4	1	14		5			4	3		
Eastern Mennonite University	23						3			1	2		1			3			
Emory and Henry College	20	17							1	5	3		3				1		1
Ferrum College	3									1	1								
George Mason University	44	3					7	19	3	23	11		4	14		2	1	2	
Hampton University	10						3				2			1	1				
Hollins University	14						1				1					2			
James Madison University	83	43		5			11	1	2	18	14		5	10	6	1	2		
Liberty University	44	2					7	3	1	6	3			1	4				
Longwood University	114			2			6			16	4		2	4	4	1	1		
Lynchburg College	28	1					1			4	2		5			1			
Mary Baldwin College	60	7		2			3				1					3			
Marymount University	42						3	3			6		2			2	1		
Mary Washington College	23						4		5		5		1			2	1	1	
Norfolk State University	24						1			2	1		2			1			
Old Dominion University	60	39		7	1		18		2	13	11	3	9	2	2	11	1	3	1
Radford University	105	16		1			3		1	8	10		3	1		3			
Randolph-Macon College	8										2								
Randolph-Macon Woman's College									1		1								
Regent University																			
Roanoke College	21			1			2		1	4	2		4			1			
Saint Paul's College	3																		
Shenandoah University	10	1				1				4	1			7	8	2			
Sweet Briar College	8						1		1										
University of Richmond	44			1			2		1	1	6								
University of Virginia	48						13	2	3	3	17		3			8	1	4	1
University of Virginia's College at Wise	12	7							2		2								
Virginia Commonwealth University	62	6	15	16			10		3	14	8		4	9	7	4		1	
Virginia Intermont College	23						1			1						3			
Virginia State University	2						4			1			2	1	1	3	1		
Virginia Tech	58						15	2	8	21	8		22	4	5	18	12	2	4
Virginia Union University	4										1								
Virginia Wesleyan College	34	1		1			4		1		2		1			3			
Total	**1,180**	**165**	**15**	**39**	**--**	**2**	**137**	**30**	**39**	**162**	**146**	**3**	**82**	**57**	**38**	**80**	**26**	**13**	**7**

17

PROGRAM COMPLETERS BY ENDORSEMENT AREA FOR 2001-2002
AS REPORTED BY INDIVIDUAL INSTITUTIONS

College or University	Spec. Ed.: Early Childhood	Spec. Ed.: Hearing Impair.	Spec. Ed.: ED	Spec. Ed.: LD	Spec. Ed.: MR	Spec. Ed.: Severe Disab.	Spec. Ed.: Speech/Lang.	Spec. Ed.: Visual Impair.	Theatre Arts	Voc. Ed.: Agric. Ed.	Voc. Ed.: Bus. Ed.	Voc. Ed.: Health Occup.	Voc. Ed.: Marketing	Voc. Ed.: Technology	Voc. Ed.: Trade & Indust.	Voc. Ed.: Work & Fam.
Averett University																
Bluefield College											1					
Bridgewater College			5	5												
Christopher Newport University																
College of William and Mary			3	3	2											
Eastern Mennonite University			5	5	4											
Emory and Henry College																
Ferrum College																
George Mason University	17		44	44		1										
Hampton University			2													
Hollins University																
James Madison University	11	1	28	27	29		7				2		1			
Liberty University				5												2
Longwood University			16	16	16			1								
Lynchburg College	1		1	12	9											
Mary Baldwin College																
Marymount University				4												
Mary Washington College																
Norfolk State University			1	2	1											
Old Dominion University	2				1										4	
Radford University	11		11		11		2				6					
Randolph-Macon College																
Randolph-Macon Woman's College																
Regent University			4	4	4											
Roanoke College																
Saint Paul's College																
Shenandoah University											1					
Sweet Briar College																
University of Richmond																
University of Virginia			16	20	1	2	6									
University of Virginia's College at Wise			7	7	7						2					
Virginia Commonwealth University	8		8	8	12	3										
Virginia Intermont College																
Virginia State University																
Virginia Tech			2	2						10	5		3	1	13	3
Virginia Union University				1	1											
Virginia Wesleyan College																
Total	50	1	153	165	98	6	15	0	1	10	17	0	4	1	17	5

PROGRAM COMPLETERS BY ENDORSEMENT AREA FOR 2001-2002
AS REPORTED BY INDIVIDUAL INSTITUTIONS

College or University	Other	Administration & Supv.	Reading Specialist	School Counselor	School Psychology	School Social Worker
Averett University						
Bluefield College						
Bridgewater College						
Christopher Newport University						
College of William and Mary		11	7	7	11	
Eastern Mennonite University			2	1		
Emory and Henry College						
Ferrum College						
George Mason University		97	12	50	15	
Hampton University						
Hollins University						
James Madison University		9	3	4	11	
Liberty University						
Longwood University		8		3		
Lynchburg College		14		7		
Mary Baldwin College						
Marymount University				23		
Mary Washington College						
Norfolk State University		28		2		
Old Dominion University		37	29	27		
Radford University		30	6	4	8	
Randolph-Macon College						
Randolph-Macon Woman's College						
Regent University						
Roanoke College						
Saint Paul's College						
Shenandoah University		55	17			
Sweet Briar College						
University of Richmond						
University of Virginia		44	83	26	19	
University of Virginia's College at Wise						
Virginia Commonwealth University	34	39	12	23		
Virginia Intermont College						
Virginia State University		16		12		
Virginia Tech	42	48	44	12		
Virginia Union University						
Virginia Wesleyan College						
Total	76	436	215	201	64	0

PROGRAM COMPLETERS IN CRITICAL SHORTAGE AREAS FOR 2001-2002

College or University	English	Foreign Lang. Spanish	Library Media	Mathematics	Middle Grades (6-8)	Music Education	Science-Chemistry	Science-Earth Science	Spec. Ed.: Early Childhood	Spec. Ed.: Hearing Impair.	Spec. Ed.: Emot. Disturb.	Spec. Ed.: Learn. Disabil.	Spec. Ed.: Mental Retard.	Spec. Ed.: Severe Disabil.	Spec. Ed.: Speech/Lang.	Spec. Ed.: Visual Impair.	Voc. Ed.: Technology	Reading Specialist
Averett University																		
Bluefield College	2				14													
Bridgewater College	1			3		3		1			5	5						
Christopher Newport Univ.	3			1	10													
College of William & Mary	8	3		5				3			3	3	2					7
Eastern Mennonite Univ.	3			1							7	5	4					2
Emory and Henry College		1		3	17			1										
Ferrum College																		
George Mason University	7	1		4	3	14	1	2	17		44	44		1				12
Hampton University	3					2					2							
Hollins University	1																	
James Madison University	11	1		5	43	16	2		11	1	28	27	29		7			3
Liberty University	7	1		2		5						5						
Longwood University	6			2		8	1				16	16	16					
Lynchburg College	1			5	1				1		1	12	9					
Mary Baldwin College	3				7													
Marymount University	3			2				1					4					
Mary Washington College	4	4		1			1	1										
Norfolk State University	1			2							1	2	1					
Old Dominion University	18	1	3	9	39	4	1	3	2				1				4	29
Radford University	3			3	16	1			11		11		11		2			6
Randolph-Macon College																		
Randolph-Macon Woman's College																		
Regent University											4	4	4					1
Roanoke College	2			4														
Saint Paul's College																		
Shenandoah University	1				1	15												17
Sweet Briar College	1	1																
University of Richmond	2	1																3
University of Virginia	13	1		3			1	4			16	20	1	2	6			83
University of Virginia's College at Wise					7						7	7	7					
Virginia Commonwealth University	10	2		4	6	16		1	8		8	8	12	3				12
Virginia Intermont College	1																	
Virginia State University	4			2		2	1											
Virginia Tech	15	4		22		9	12	2			2	2					13	44
Virginia Union University												1	1					
Virginia Wesleyan College	4			1	1													
Total	138	21	3	84	165	95	25	14	50	1	155	165	98	6	15	0	17	219	**1268**

20

Implementation of the Regulations Governing Approved Programs in Virginia Institutions of Higher Education

Effective July 1, 2002

OVERVIEW

In Virginia, responsibility for reviewing and approving programs for the preparation of professional school personnel is shared by institutions of higher education, school divisions, and the Department of Education, with final approval by the Board of Education. Program review and approval assures the public that teachers and other individuals who complete professional education programs in Virginia are prepared to educate our students.

Virginia initiated the program approval process in 1968. At that time, the process consisted primarily of determining that the courses offered by a college or university paralleled the courses required by the licensure regulations. More recently, programs have been reviewed under broad guidelines that emphasize accountability and flexibility rather than the enumeration of courses.

With the adoption of the K-12 Standards of Learning (SOL), the Board of Education raised educational standards for all students in Virginia's public schools. To ensure that teachers have the background needed to facilitate student achievement of the standards, the Board also revised the licensure regulations for school personnel. Rather than specifying courses for approved programs, the licensure regulations set forth competencies aligned with the SOLs. In professional education programs, institutions must now address these competencies set forth for each endorsement area.

Following the revision of the licensure regulations, the Board of Education also revised the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education.* In addition to the licensure competencies for each endorsement area, the regulations establish 20 professional education program standards and procedures for the implementation of the standards.

The approved program regulations were also revised to respond to the following legislation enacted by the 1998 session of the Virginia General Assembly: "Persons seeking initial licensure who graduate from a Virginia institution of higher education shall, on or after July 1, 2002, only be licensed as instructional personnel by the Board of Education if the endorsement areas offered at such institution have been assessed by a national accrediting agency or by a state approval process with final accreditation by the Board of Education."

The approved program regulations frequently reference the professional education unit. The unit is defined as the institution, college, school, department, or other administrative body within the college or university that is primarily responsible for the initial and advanced preparation of teachers and other professional school personnel. Although it is not essential for all programs that prepare instructional personnel to be administratively housed in the professional education unit, all professional education programs must be organized, unified, and coordinated by the professional education unit.

The regulations also establish the five-year review cycle through which the Department of Education monitors programs. The cycle includes the submission of annual report**s,** an institutional report developed at the conclusion of the fifth year of the review cycle to show how the institution is addressing the standards, and an on-site review conducted during the fifth year by a team of trained reviewers.

IMPORTANT DATES IN THE APPROVED PROGRAM PROCESS IN VIRGINIA

1988 Virginia teacher education programs restructured to require an arts and sciences degree and limit undergraduate professional studies credits to 18 semester hours (excluding field studies) for licensure.

1990 Thirty-seven institutions of higher education received approval to implement their redesigned teacher education programs; Board of Education requires pre-service principals to complete an approved principal preparation program and serve a ninety-day internship for licensure.

1993 Revised approved program standards adopted by the Virginia Board of Education requiring continual institutional study, program assessment, self-reporting, peer review, and unit approval.

1994 National Council for Accreditation of Teacher Education (NCATE) granted partnership status to Virginia; partnerships reviewed by NCATE every five years.

1995 On-site visits to be conducted under the revised regulations for approved programs in Virginia; on-site visit reviews the professional education unit as a whole. Board of Education adopts K-12 student Standards of Learning (SOL) that stipulate what students should know and teachers should teach in Virginia's public schools.

1998 Revised Virginia Licensure Regulations for School Personnel adopted establishing competencies rather than identifying specific courses for Virginia approved programs.

1999 Virginia General Assembly mandates that persons seeking initial licensure who graduate from Virginia institutions of higher education shall, on and after July 1, 2002, only be licensed by the Board of Education if the endorsement areas offered have been assessed by a national accrediting agency or by a state approval process, with final accreditation by the Board of Education.

2000 Colleges and universities submit matrices verifying alignment of programs with licensure competencies.

2001 Board of Education approved revised Regulations Governing Approved Programs for Virginia Institutions of Higher Education.

2002 Approved program regulations implemented July 1, 2002.

Virginia institutions with approved programs work with the Department of Education to strengthen the academic and professional preparation of new teachers and other school personnel so they will serve students effectively. Our shared goal is for all public schools in Virginia to be staffed by well-qualified teachers, administrators and other educational personnel. This goal is reflected in the following highlights from the ***Regulations Governing Approved Programs in Virginia Institutions of Higher Education***

> ➢ The K-12 SOL must be reflected in the professional education program design.
> ➢ Professional education faculty must be familiar with and appropriately incorporate the SOL in their instruction.
> ➢ Candidates must achieve passing scores on the Praxis I Academic Skills Assessment and the Praxis II Content Assessments in order to complete the approved program.
> ➢ Program faculty must collaborate with K-12 schools in the design and delivery of instructional programs, including required field experiences.
> ➢ An annual report must be submitted to the Department of Education in April in conjunction with the Title II data report
> ➢ A 70 percent pass rate is now required on the Praxis II Content Assessments in order for an endorsement program to remain approved.
> ➢ A Declaration of Admission will be a component of the annual report to verify the 70 percent Praxis II pass rate.
> ➢ A statement of assurance from the president of the institution to certify support of the teacher preparation program, acknowledge institutional responsibility for candidate performance on the Praxis assessments, and pledge that the institution will use its best effort to ensure the success of the teacher preparation program must be submitted prior to the next scheduled on-site review.
> ➢ The designations of "low-performing and "at-risk of becoming low performing," as required by Title II of the Higher Education Act will be applied effective July 1, 2003.

IMPLEMENTATION PROCEDURES

I. Conditions for Qualifying

Twelve to 18 months prior to the on-site review, institutions must submit the documentation required by the Ten Conditions for Qualifying. If the conditions are met, the institution will be notified accordingly. If the conditions are not met or the documentation is insufficient, the institution will be notified that the review will not proceed until the conditions are satisfied. All of the conditions must be met before the on-site visit can be scheduled.

II. Institutional Report

The institutional report containing both qualitative and quantitative information must document how the institution meets the 20 professional education standards. The institutional report must be completed and distributed to the review team and the Department of Education 60 days prior to the on-site review.

The institutional report should be concise and directly related to the standards. The report format includes the following:

   a. table of contents with page numbers;
   b. overview of the institution that includes the mission and special characteristics that will familiarize the reader with the institution;
   c. the unit standards, re-stated and followed by the institution's response;
   d. summary of annual reports;
   e. Praxis II content assessment results*;
   f. Response to areas cited as needing improvement from previous reviews; and
   g. faculty vitae.

* If the Praxis II assessment results in an endorsement program area that falls below 70 percent or if a Praxis II content assessment is not available in an endorsement area, additional information must be included in the institutional report. See Section 2: Procedures for the Review of Specific Endorsement Programs.

III. Annual Report

The institution's annual report must be submitted to the Division of Teacher Education and Licensure in the Department of Education along with the Title II report in April of each year. In addition to program data, the report should provide a summary of significant action taken and programmatic changes made during the preceding academic year. A summary of these reports must be included in the institutional report.

IV.   On-Site Review

The date of the on-site review is scheduled by the Division of Teacher Education and Licensure following the review of the Conditions for Qualifying documents. Prior to conducting the on-site review, the review team will study the annual data reports and the institutional report. The team verifies information provided in the institutional report by reviewing documentation and conducting interviews of institutional administrators, faculty, students, alumni, and k-12 practitioners. A team usually consists of three to five individuals, including the team chair, and is composed of faculty and administrators from similar institutions, k-12 classroom teachers and administrators, and department of education members. A Department of Education observer will participate in every on-site review.

The on-site review team performs the most essential component of the approved program process - peer review of the professional education unit and the endorsement programs. The team prepares a report of its findings prior to the conclusion of the visit and provides a brief summary of findings to the institution at an exit interview.

The report of findings is submitted to the head of the professional education unit for verification of facts. Within 30 days of the review, the report is submitted to the assistant superintendent, Division of Teacher Education and Licensure, and to the unit head. The report must contain one of the following recommendations:

> **Approval** - The institution's professional education unit and endorsement programs are considered satisfactory. Identified weaknesses must be clearly stated and directly related to the standards. A separate recommendation must be made for each endorsement program; endorsement programs may receive full approval or approval with stipulations. If an endorsement program receives a recommendation of approval with stipulations, a corrective action plan must be submitted to the Department of Education within 60 days of the Board of Education's final decision. Candidates completing programs with approval or approval with stipulations will be eligible for licensure.

> **Approval with Stipulations** - The institution's professional education unit has met the standards minimally but significant weaknesses have been identified. The review team will recommend a period of time in which weaknesses must be corrected. Specific corrective action and time will be verified by the Department of Education but will not exceed three years. Specific endorsement programs may be recommended for approval, approval with stipulations, or denial. Endorsement programs that receive approval with stipulations must also identify specific corrective action within 60 days of the Board of Education's final action.

Denial - The institution's professional education unit does not meet standards and graduates do not qualify for licensure through the approved program process. Graduates of individual endorsement areas that receive a decision of denial will not be eligible for licensure on the basis of having completed an approved program.

The institution may submit a rejoinder to the Division of Teacher Education and Licensure within 30 days of receiving the final report of the review team.

The report of the on-site review team is submitted to the Advisory Board on Teacher Education and Licensure (ABTEL). Each year, ABTEL reports to the Board of Education summarizing information from the professional education unit reviews conducted during the academic year. The ABTEL report advises the Board of Education on recommended action for each institution. Following action by the board, the institutions will be notified of the approval status. Board of Education reviews may require consultation with the institution. The board's decision is communicated to the institution with recommendations for areas that need improvement.

SUMMARY OF APPROVED PROGRAM REVIEWS

In 2001-2002, a joint state and National Council for the Accreditation of Teacher Education (NCATE) reviewed two Virginia institutions for continuing accreditation of their teacher preparation programs. Since 1993, Virginia has participated in a partnership agreement with NCATE. This agreement establishes a joint review process whereby a visiting team composed of NCATE examiners and Virginia representatives conduct an on-site review every five years for Virginia institutions seeking to obtain or continue NCATE accreditation and state program approval.

A joint state and NCATE team reviewed the teacher education unit and teaching endorsement programs at Hampton University on November 3-7, 2001, and Norfolk State University on April 13-17, 2002. There are six NCATE standards, divided into two sections that guided the review of the institution's unit. They included the following areas:

> ### Section One: Candidate Performance
> Standard 1. Candidate Knowledge, Skills, and Dispositions
> Standard 2. Assessment System and Unit Evaluation
>
> ### Section Two: Unit Capacity
> Standard 3. Field Experiences and Clinical Practice
> Standard 4. Diversity
> Standard 5. Faculty Qualifications, Performance, and
>   Development
> Standard 6. Unit Governance and Resources

In addition, each institution's teaching areas for licensure endorsements were evaluated to ensure compliance with the following Virginia requirements:

- Arts and sciences degree required for all endorsement programs except health and physical education and career and technical education;

- Professional teachers' assessment requirement (Praxis I and II);

- Eighteen-hour cap on professional studies for all programs except elementary and special education for which the cap is 24 semester hours, excluding pre-clinical and post-field experiences; and

- Teaching area alignment with the Standards of Learning and licensure regulations.

Hampton University was initially accredited by NCATE in 1988. Board of Education state program approval was authorized several years prior to the NCATE accreditation. The review that was conducted in November 2001 was for the purpose of maintaining the status of continuing accreditation. However, at the March 2002 meeting of the NCATE Unit Accreditation Board, the decision was made to continue, with probation, the accreditation of Hampton

University. This decision was made primarily because the NCATE Board decided Standard 1 (Candidate Knowledge, Skills, and Dispositions) was not met.

Standard 1 states the following: *Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.* During the period for appeals, Hampton University provided additional documentation and clarification to NCATE relative to Standard I which lead to a favorable decision. A letter granting final approval of the education unit is provided as attachment #1.

Norfolk State University was initially accredited by NCATE in 1991. Board of Education state program approval was authorized several years prior to NCATE accreditation. The review conducted in April 2002 was for the purpose of maintaining the status of continued accreditation. On October 29, 2002, the president of Norfolk State University was informed that the decision has been reached to continue the accreditation of the School of Education at the university and that no official areas for improvement relative to the standards were noted. The next on-site review is scheduled for the spring of 2007. A copy of the letter to the president granting continuing accreditation is provided as attachment #2.

REVIEWS CONDUCTED IN 2002-2003

In 2002-2003, on-site reviews were conducted at the following institutions:

> Liberty University, Initial NCATE Review, March 29-April 2, 2003
> VA Tech, NCATE Continuing Accreditation, April 5-9, 2003
> Virginia Intermont College, State Review, April 13-16, 2003.

The on-site review for Virginia Intermont was the first review conducted under the ***Regulations Governing Approved Programs for Virginia Institutions of Higher Education***, that became effective July 1, 2002. The on-site team report of findings will be presented to the Advisory Board in the fall of 2003.

Recommendations from the NCATE Board regarding initial accreditation for Liberty University and continuing accreditation for Virginia Tech will be submitted to the Department of Education in October 2003. This information will be reviewed by ABTEL prior to their submission to the Board of Education.

REVIEWS SCHEDULED FOR 2003-2004

The following on-site reviews are scheduled for the fall semester of 2003 and the spring semester of 2004:

Fall 2003
Radford University, October 4-8, 2003   Joint State/NCATE
George Mason University, October 18-22   Joint State/NCATE
Longwood University, October 25-29, 2003   Joint State/NCATE
The College of William and Mary, November 8-12, 2003   Joint State/NCATE
St. Paul's College, December 6-10, 2003   State

Spring 2004
Old Dominion University, February 7-11, 2004   Joint State/NCATE
Bluefield College, March 21-24, 2004   State
Virginia Wesleyan College, March 28-31, 2004   State
James Madison University, April 3-7, 2004   State
Averett University, April 11-14, 2004   State
Ferrum College, March 14-17, 2004   State

DECLARATION OF ADMISSION 2001-2002

The Regulations Governing Approved Programs for Virginia Institutions of Higher, require institutions to submit a Declaration of Admission to show the pass rates on Praxis II content assessments. By definition, the Declaration of Admission is a list of students who have been fully admitted to the teacher preparation program who take a Praxis II content assessment during the report year. The Declaration of Admission report for 2001-2002 is the first of its kind. However, because the regulations did not become effective until July 1, 2002, some institutions did not require that the Praxis II assessment be taken prior to completion of the program and do not have a report for 2001-2002.

	# of Students	Test Area	Score/Score Range	% Pass
Averett University	1	Business Educ.	550	0%
Bluefield College	1	Social Studies		0%
	1	English		0%
	1	Business Educ.	710	100%
Bridgewater College	6	Physical Educ.	153-167	100%
	3	Music	165-168	100%
	3	Social Studies	165-178	100%
	3	Math	173-179	100%
	1	Biology	158	100%
	1	English	182	100%
Christopher Newport University	2	Art	169-194	100%
	2	English	178-194	100%
	2	Social Studies	165-176	100%
	1	Math	183	100%
College of William and Mary	3	Biology	183-184	100%
	1	Spanish	163	100%
	2	English	166-200	50%
Eastern Mennonite University	3	Biology	170-186	100%
	3	English	176-194	100%
	1	Social Studies	179	100%
	1	Health & PE	171	100%
	1	Math	153	100%
Emory and Henry College	Reported 0 students			
Ferrum College	0			
George Mason University	10	Music	153-188	80%
	1	Biology	198	100%
	1	Chemistry	172	100%
	5	English	186-200	100%
	2	French	184-200	100%
	10	Social Studies	156-200	90%
	2	Math	168-193	100%

	# of Students	Test Area	Score/Score Range	% Pass
Hampton University	1	Music	169	100%
Hollins University	1	English	177	100%
	1	Social Studies	169	100%
	2	Biology	161-173	100%
James Madison University	6	Art		100%
	2	Biology		50%
	3	Chemistry		100%
	11	Math		90%
	22	Music		86%
	3	Business Educ.		100%
	15	English		100%
	2	Spanish		100%
	11	Social Studies		82%
	1	Elem. Educ.		100%
	1	French		100%
	1	German		0%
	2	History		100%
	3	Middle Educ.		33%
	1	HPE		0%
Liberty University	Reported 0 students			
Longwood University	3	Music	146-178	67%
	3	English	172-177	100%
	2	Math	115-157	50%
	1	Chemistry	132	0%
Lynchburg College	4	Math	116-162	50%
	2	Elementary	154-187	100%
	1	English	161	100%
	1	Biology	172	100%
	1	Social Studies	154	0%
Mary Baldwin College	3	English	179-187	100%
	1	Social Studies	162	100%
	2	Art	167-176	100%
	3	Biology	166-180	100%
Mary Washington College	11	Elementary	169-194	100%
	9	English	175-200	100%
	4	Math	2 Passed, 2 Failed	50%
	5	Social Studies	168-188	100%
	2	Music	165-178	100%
	1	French	196	100%
	4	Spanish	164-180	100%
	1	German	162	0

	# of Students	Test Area	Score/Score Range	% Pass
	4	Biology	152-168	75%
	1	Chemistry	172	100%
	1	Earth Science	180	100%
Mary Washington College – James Monroe Center	1	Art	178	100%
	1	Business Educ.	610	100%
	2	Earth Science	162, 169	100%
	2	English	190, 194	100%
	1	Spanish	560 (wrong test)	
Marymount University	1	Art	161	100%
	11	Social Studies	153-190	91%
	12	English	173-200	100%
	3	Math	145-152	67%
	3	Biology	162-176	100%
	3	Chemistry	173-183	100%
	1	Physics	164	100%
Norfolk State University	1	Art	158	0%
	4	Business Educ.	500 – 710	50%
	2	Biology	172, 182	100%
	29	Elem. Educ.	143 – 188	100%
	3	English	151 – 164	0%
	1	HPE	156	100%
	1	Social Studies	152	0%
	1	Marketing Ed.	720	100%
	5	Math	100 – 169	20%
	4	Music	130 – 154	0%
	1	Spanish	165	100%
	2	Technology Ed	630, 650	100%
Old Dominion University	4	Art		100%
	9	Biology		100%
	3	Earth Science		100%
	2	Elementary		100%
	14	English		100%
	4	Math		75%
	1	MiddleSchool –Social Studies /English		100%
	3	Music		100%
	7	Social Studies		86%
	1	French		100%
	2	Spanish		100%
	3	Technology Educ.		100%
Radford University	1	Art	157	0%

	# of Students	Test Area	Score/Score Range	% Pass
	3	Biology	158-173	100%
	5	English	162-183	60%
	4	Math	128-177	75%
	12	Social Studies	148-189	84%
	1	Music	152	0%
Randolph Macon College	Reported 0 students			
Randolph-Macon Woman's College	1	English	177	100%
	1	Math	147	100%
	1	Social Studies	171	100%
Regent University	Reported 0 students			
Roanoke College	3	Biology		100%
	3	English		100%
	5	Social Studies		80%
	3	Math		100%
	1	Art		100%
Saint Paul's College	Reported 0 students			
Shenandoah University	9	Music	155-192	89%
	2	Biology	147-160	50%
	1	Social Studies	174	100%
	1	Business Educ.	710	100%
Sweet Briar College	1	Biology	161	100%
	1	English	178	100%
University of Richmond	13	Elementary		100%
	3	Art		100%
	2	English		100%
	1	Math		100%
	3	Social Studies		100%
	1	Spanish		100%
University of Virginia	2	Biology	177, 183	100%
	1	Chemistry	155	100%
	1	Earth Science	190	100%
	14	Social Studies	164-193	100%
	5	English	176-200	100%
	2	German	168, 187	100%
	2	Spanish	155, 184	50%
	4	Math	165-188	100%
UVA's College at Wise	4	Spanish		75%
	1	French		0
	2	English		100%
	2	Social Studies		50%
	2	Business Educ.		50%

	# of Students	Test Area	Score/Score Range	% Pass
	1	Math		100%
Virginia Commonwealth University	7	Elementary	172-184	100 %
	3	English	172-195	100%
	4	Math	142-158	75%
	4	Social Studies	171-192	100%
Virginia Intermont	Reported 0 students			
Virginia State University	1	English	165	0%
	1	Math	134	0%
	1	Music	540	100%
Virginia Tech	8	Biology	153-188	87%
	5	Earth Science	157-180	100%
	5	Physics	150-198	100%
	8	English	156-200	75%
	6	Social Studies	175-198	100%
	17	Math	104-186	77%
	2	Music	160, 167	100%
	1	French	182	100%
	1	Spanish	185	100%
	1	Early Childhood	167	100%
	7	Business Educ	570-750	86%
	3	Fam/Cons. Sci.	610-710	100%
	5	Marketing Educ.	720-810	100%
	8	Tech. Educ.	660-740	100%
Virginia Union University	Reported 0 students			
Virginia Wesleyan College	1	Art	174	100%
	3	Biology	159-174	100%
	6	English	174-194	100%
	1	Math	162	100%
	1	Music	173	100%
	1	Social Studies	167	100%
	1	Spanish	196	100%

ATTACHMENTS

NCATE
The Standard of Excellence
in Teacher Preparation

National Council for Accreditation of Teacher Education
Arthur E. Wise
President

March 25, 2003

William R. Harvey
President
Hampton University
Hampton, VA 23668

Dear President Harvey:

At its March 16-20, 2003, meeting in San Francisco, CA, the Unit Accreditation Board (UAB) of the National Council for Accreditation of Teacher Education (NCATE) considered the application for the continuing accreditation of the Department of Teacher Education, as the unit that oversees professional education offerings at Hampton University. This letter is written to inform you of the UAB's decision to continue the accreditation of the Department of Teacher Education at Hampton University at the initial teacher preparation and advanced preparation levels. This action by the Unit Accreditation Board removes the condition from Standard 2 and enables Hampton University to remain on its regular five-year accreditation cycle.

Let me take this opportunity to congratulate you and your professional education unit for displaying the high quality necessary to be granted national accreditation and to express appreciation for the cooperation received from the faculty, staff, and administration of your institution.

The Unit Accreditation Board cited the following areas for improvement relevant to Standard 2:

- The unit does not systematically analyze its data.
- The unit does not maintain a record of formal complaints or document the resolution of complaints.

In addition, this action of the UAB does not change the previously cited areas for improvement:

- Except for Physical Education, the unit does not demonstrate that its programs meet the standards of specialized professional associations. *(Standard 1)*
- Cooperating teachers and field supervisors do not clearly articulate the conceptual framework. *(Standard 3)*

The next NCATE visit is scheduled for fall 2006, and you will begin to receive materials for that visit approximately two years prior to the visit. (In partnership states, the date of the visit must be determined jointly by the state and NCATE.) In addition, your institution will be required to complete a Professional Education Data System instrument each year during the accreditation period. You are not required to report specifically on progress in the areas for improvement cited, but you are encouraged to do so. Over the next few years, you will be expected to report evaluations and changes in relation to all six standards.

William R. Harvey
March 25, 2003
Page 2

To assist you in letting potential students and the public know the benefits of attending a professionally accredited school, college, or department of education, we have also enclosed (with the copy of this letter that is sent to the head of your professional education unit) a packet that includes press tips as well as a sample press release and sample op-eds. Please feel free to contact NCATE's communications department if you need further assistance.

Also enclosed is a copy of NCATE's Policies on Dissemination of Information, which describes the terms and dates by which your current accreditation action becomes a matter of public record and also lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority receives a copy of this letter.

Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Respectfully submitted,

Arthur E. Wise

Enclosures

cc: Judith Brooks-Buck, Chair, Hampton University, Department of Teacher
            Education
        Byrd G. Latham, Virginia Department of Education

NCATE
The Standard of Excellence
in Teacher Preparation

National Council for Accreditation of Teacher Education
Arthur E. Wise
President

October 29, 2002

Marie V. McDemmond
President
Norfolk State University
700 Park Avenue
Norfolk, VA 23504

Dear President McDemmond:

At its October 15-20, 2002, meeting in Washington, DC, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for continuing accreditation of the School of Education as the unit that oversees the professional education offerings at Norfolk State University. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the School of Education at Norfolk State University at the initial teacher preparation and advanced preparation levels.

Let me take this opportunity to congratulate you and your professional education unit for displaying the high quality necessary to be granted national accreditation and to express appreciation for the cooperation received from the faculty, staff, and administration of your institution.

Special congratulations are in order, because the Unit Accreditation Board cited no official areas for improvement relative to any of the standards. Strengths noted in the Board of Examiners report have not been reiterated but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion.

The next NCATE visit is scheduled for spring 2006, and you will begin to receive materials for that visit approximately two years prior to the visit. (In partnership states, the date of the visit must be determined jointly by the state and NCATE.) In addition, your institution will be required to complete a Professional Education Data System instrument each year during the accreditation period. Over the next five years, you will be expected to report evaluations and changes in relation to all six standards.

To assist you in letting potential students and the public know the benefits of attending a professionally accredited school, college, or department of education, we have also enclosed (with the copy of this letter that is sent to the head of your professional education unit) a packet that includes press tips as well as a sample press release and sample op-eds. Please feel free to contact NCATE's communications department if you need further assistance.

Marie V. McDemmond
October 29, 2002
Page 2

Also enclosed is a copy of NCATE's Policies on Dissemination of Information, which describes the terms and dates by which your current accreditation action becomes a matter of public record and also lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority receives a copy of this letter.

Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Respectfully submitted,

Arthur E. Wise

Enclosures

cc: Jean Braxton, Dean, Norfolk State University, School of Education
        Byrd G. Latham, Virginia Department of Education
        Board of Examiners Team